ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/18/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001543	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
New York State Department of Education

5. TITLE OF DOCUMENT ABSTRACTED:
Intergroup Relations - A Resource Handbook for Elementary School Teachers, Grades 4, 5, and 6

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
Univ. of the State of NY
ORG. New York State Dept. of Education
Albany, NEW York

9. PUBLISHER OR SOURCE Univ. of State of N.Y.
New York State Dept. of Education
Albany, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	48

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
handbook

16. INDEXING TERMS (6-12)

racial relations	minority agencies	educational opportunities	
minority groups	integration programs	intergroup relations	
racial education	cultural programs	integration	
		elementary education	

17. ABSTRACT (MAX. 250 WORDS)

In improving educational opportunities it is an important step to provide a better knowledge and a broader understanding of minority groups. Such methods and techniques include the use of films, literature, and community resources. These materials should provide new insights for teaching students to understand, accept, and respect individuals who come from cultural backgrounds which are different from their own.

To build understanding in the classroom and assembly, four areas must be considered: teacher preparation, school subjects and practice, learning experiences in subject fields, and assembly programs.

A bibliography for both children and teachers concerning intergroup relationships is listed, as are intergroup relation agencies.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001543

group

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This material is designed to be integrated into the day-to-day teaching and learning situations in the classroom. So utilized, it should help the teacher provide children with meaningful information about Negro life through various subject areas throughout the school year.

The approach suggested in this publication for integrating information about the Negro into normal classroom subjects may be applied to introducing data about other groups.

The staff of the Division of Intercultural Relations will be available to assist schools in developing programs designed to implement methods and techniques outlined in this publication for improving intergroup relations.

371.97

Intergroup Relations

A RESOURCE HANDBOOK FOR ELEMENTARY SCHOOL TEACHERS, GRADES 4, 5 AND 6

The University of the State of New York/The State Education Department/Albany, 1963

foreword

An essential commitment of our free society is to provide an equal opportunity for a quality education to all students. There must be a positive effort to make such a commitment a reality in every classroom.

This Handbook can be an important step in improving educational opportunities, since it seeks to provide a better knowledge and a broader understanding of minority groups. Talents of all children must be discovered, encouraged, and stimulated early in school careers.

There is a challenge to provide opportunities for building better human relations within the classroom. Each teacher does play an important role through the selection of instructional materials concerning the contributions of various cultural groups. This Handbook suggests methods and techniques helpful to teachers in using literature, film, and a host of community resources to provide a better knowledge and understanding of these groups.

It is hoped that the use of the suggested material will provide new insights into the teaching of students to understand, accept and respect individuals and groups from cultural backgrounds which are different from their own. The greatest strength of our freedom lies in its encouraging diversity within unity. We can only be as free as all of us are free.

WALTER CRAWSON
Associate Commissioner
Elementary, Secondary
and Adult Education

TO: Boards of Education, Superintendents, and Faculties
Elementary Schools, New York State

Intergroup Relations, A Resource Handbook for Elementary School Teachers in Grades 4, 5, and 6, has been developed in response to many requests for teaching materials which can help children develop healthy, constructive feelings, and attitudes about others who are different. The idea of this supplement is to provide some practical suggestions which can assist the teacher to integrate information and activities about a minority into regular classroom activities. So often in the past, we have found that it is the differences which are accentuated, creating unfortunate attitudinal responses; this is an attempt to normalize the use of material and activities and to integrate them completely into the school day.

While this Handbook stresses the need for a better understanding of the Negro as a minority group, the methods and resources presented are as valuable for adaptation in teaching children to accept and respect other minority groups. The suggestions are selective rather than exhaustive of materials and ideas which are available. It is hoped that each teacher will develop her own file of materials about the contributions of minority groups in various fields, materials which do not present stereotyped roles, and materials useful for creating the best learning situations for pupils.

We all realize that there is no magic formula in achieving understanding and respect for all persons of different races, creeds, or colors. Perhaps most important is the development of a point of view which will stimulate inventiveness and allow for the varieties in style which each of us has.

The references can be used as a guide in lesson planning; however, many other ideas which will come to mind out of teaching experience can easily be substituted for those presented. It can be said that many of the film materials herein suggested offer real opportunities for boys and girls to see themselves in other roles. These and other activities can be carried out in many kinds of group activities. In fact, many resources right in the school community may lend themselves to better use than the suggestions included. This Handbook has been reviewed and tested by some teachers in Project ABLE Schools. Their suggestions have been of invaluable assistance in revising this copy.

I wish to express our appreciation to Mrs. Nida E. Thomas, Field Representative, whose imagination and hard work made this document possible. Special appreciation goes also to The New World Foundation for receipt of a grant which made possible publication of this material.

THERON A. JOHNSON
Administrator, Division of Intercultural Relations in Education

purpose of the handbook

FOUR PRINCIPAL ASPECTS

This resource Handbook is designed to present materials elementary teachers can use to supplement what they are already doing in the classroom to develop good intergroup and interpersonal relationships among white and Negro children. The unit suggests ways information about the Negro may be incorporated in the regular curriculum. In addition:

1. It offers materials and methods for including present day information about the contributions and the problems of Negroes as a part of the day's classwork, when it is pertinent. It will help the child build a background that will guide his future actions related to his intergroup experiences today.

2. It is designed to familiarize teachers with the available resources which can be used to supplement the inadequate treatment of minorities in textbooks.

3. It is designed to increase the use of information about the Negro which accurately illustrates his position along with other people who contributed to building America.

4. It encourages greater utilization of the people in the community as resources to motivate and raise the aspiration level of students.

the concern of the schools

There is a great deal of genuine concern in our schools today about helping the student learn to respect and appreciate the achievements and the worth of various minority groups. A student may be a member of a majority or minority group within a classroom for many reasons. Some are his organizational affiliations, physical features, religious beliefs, dress, or race. He may also be a member of a disadvantaged group within a community, within a state, within the nation.

The responsibility for building respect toward all persons regardless of race, religion, creed, color, or national origin makes it imperative that the schools give special attention to this aspect of democratic values.

While this resource Handbook stresses the need for a better understanding of the Negro as a minority group, the methods suggested can be used to teach children to accept and respect all minority or disadvantaged groups. Negroes are America's largest and most rapidly growing minority. They are migrating into New York State every year in increasing numbers. Negroes throughout the country have become more articulate in insisting upon equal rights for themselves in all things that make up the American way of life. Because of all this, it is a fundamental teaching necessity that all our students learn early and well about the important place the Negro holds in our society and what his well-being means to the nation and to his fellow citizens.

The movement of Negroes from southern rural to northern urban communities continues daily. Moreover, in our State, many Negro families are now moving into the suburbs. Each year hundreds of Negro migrant workers are found in rural New York. No school community can ignore the facts and believe that these migrations and the social adjustment problems which follow will not affect it.

The desire of the Negro in the United States to obtain equal opportunity and rights for himself and his children often creates misunderstandings and unwarranted fears among those white people who do not like things to change. They fear, for example, that the presence of Negroes in a community will cause a lowering of educational standards, a decrease in property values, and even a loss of social status for the community itself. In spite of the persistence of these fears, progress is being made today as a result of planned and successfully implemented educational efforts. The role of the teacher is central to the success of such efforts.

Many teachers in New York State who want to provide wholesome learning experiences for their pupils on these matters acknowledge that their own background and training about minority groups are inadequate. We know from research data and from our own observations that textbook information about the Negro and other minorities is not sufficient to help teachers as they strive to improve good intergroup relations understanding among their pupils.

Where opportunity has been lacking for white people to have personal contact with Negroes at any level, or for Negroes to know many whites, problems are more difficult for the teacher to solve. Teacher preparation for widening firsthand contacts between diverse individuals and groups is not generally provided in our teacher colleges.

Many see Negroes as a problem, rather than people who need to have equal opportunity inherent in a "good democratic life." It is hoped that this Handbook will be used not merely to dramatize problems of the American Negro, but to show the possibilities of treating him as an integral part of the total community.

Many elementary school boys and girls, Negro and white, in our society have too little opportunity to develop a realistic self-image and a perception of others through learning experiences with racial and other minorities. As has been indicated, a majority of students live in an environment which too often limits the opportunity to meet and associate with people whose backgrounds are different from their own.

Their outlook is further hampered by the fact that most textbooks, children's literature and school readers either do not deal at all with the nature and problems of minority groups, or they give partial, inadequate, or distorted pictures of the nature and problems of minority groups in the current social scene. Photographs and other illustrations offered to our children continue to show an all-white-middle-class America, not a diverse and increasingly integrated population. Unless a definite attempt is made to use supplementary teaching materials to bridge this gap, many students will go through their most important school years completely unaware of the many contributions made by the minorities in their midst, even when they themselves are minority group people. Otto Klineberg's article "Life Is Fun in a Smiling Fair Skinned World," illustrates the need for a more accurate and complete picture of American life (*Saturday Review*, February 16, 1963).

It is important for Negro and white children to learn early that there are many different patterns and ways of living among people in their own home town. This applies to middle-class whites and their understandings of low socioeconomic whites as well as to their understanding of Negroes. It applies just as truly to northern middle-class Negroes who often do not know about the plight of Negroes flooding into their neighborhoods from the Deep South.

Basic factual information about the sub-cultures, customs and contributions of the many kinds of people who make up America will have a far reaching influence in creating respect, acceptance and understanding among children before they receive misinformation

which must be unlearned later.

There are many ways of bridging this gap in understanding. This Handbook can suggest only a few ways to begin. It deals mainly with the "contributions approach." Local development of methods and materials will be required to provide opportunities for students to learn and to grow in intergroup understanding. The complexities of our multicultured society can only be met by intelligent and sensitive understanding of the various groups contributing to American communities.

In order to aid in education for such understanding, the remainder of this Handbook gives suggestions under the following headings: "Building Understanding in Classroom and Assembly"; "Displays, Exhibits, and Reports"; "Bibliography";* "Organizations" (helpful to the teachers).**

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* Appropriate references are also listed for each activity included in the text.

** For addresses of the Intergroup Relations Agencies listed in the Handbook, see "Organizations," page 41.

building understanding in classroom and assembly

a **TEACHER PREPARATION**

b **SCHOOL SUBJECTS AND PRACTICES**

c **LEARNING EXPERIENCES IN SUBJECT FIELDS**

READING

MUSIC

PHYSICAL EDUCATION

SCIENCE

GOOD HEALTH

SOCIAL STUDIES

ART

d **ASSEMBLY PROGRAMS**

a TEACHER PREPARATION

Willingness and motivation to do something in this general are

Planning ahead for classroom activities which will result i
learning experiences

Obtaining background information about the group to be studi
subject is introduced. This requires information about the rac
compositions of the community

"What Research Says About Understanding Intergroup Relatio
Grambs. *The Journal of the National Education Association*, D

Suggests guidelines helpful to teachers in presenting intergroup
mation

"Don't Let Stereotypes Warp Your Judgment," Robert L. Heilb
June 1961*

Tells how to recognize and eradicate stereotypes. It explains w
ideas rob you of true understanding.

Discovering Human Relations Needs. Hilda Taba, John T. Robins
Washington, D.C. American Council on Education. 1955

We Are All Americans (with a teachers' supplement). Illustrat
Wilson. New York. Friendly House Publishers. 1959

This book provides materials which will help the teacher instruct
early grades that all kinds of people have come to America bring
traditions, customs, heritages, and cultures. These contributions
America the country it has become today.

*Reprinted by the Community Relations Service Institute on Human Re

SCHOOL SUBJECTS AND PRACTICES

CLASSROOM APPROACHES

This Handbook is designed to suggest that teachers can integrate information about the Negro into usual classroom subjects and club activities:

Reading	**Good Health**
Music	**Social Studies**
Physical Education	**Art**
Science	**Assembly Programs**

Begin with the classroom.

For example:

If a lesson is planned on outstanding inventors, the teacher can include in it names of some Negro inventors. (Where possible get information about contemporary people as well as historical figures.) A lesson concerning the development of sugar cane in Louisiana will note that Norbert Rilliux, a Negro, in 1846 invented and patented a vacuum pan which in its day revolutionized, to a large extent, the then-known method of refining sugar. This invention helped, very materially, in developing the sugar industry in Louisiana.

In studying about the people who have added to the various regions of the United States be sure to include some of the region's famous Negro writers, artists, musicians, inventors, scientists and social leaders.

29th Congress, 2d Session — Document No. 52. House of Representatives Annual Report of the Commissioner of Patents. 1846. United States Patent Office. Washington, D.C.

"Negro Inventor." Henry Baker. *The Journal of Negro Education.* February 1917

"Born Handy." Steven M. Spencer. *Saturday Evening Post.* May 7, 1949

"Negro Scholars In Scientific Research." Charles Richard Drew. *The Journal of Negro History.* Vol. XXXV. 1950

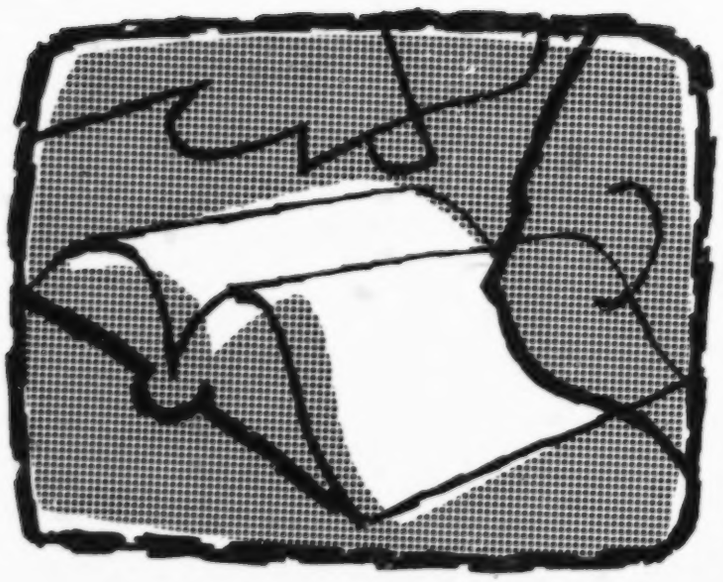
PRESENTATIONS

A few suggestions:

- **Reading**
- **Special week observations**
- **Pictorial exhibits of famous people**
- **Scrapbooks**
- **Contributions of various cultural groups to music, art, literature**
- **Short plays and poetry**
- **Special interest TV programs, film and filmstrips, books, records, and speakers**

LEARNING EXPERIENCES IN SUBJECT FIELDS

Students need opportunities for exchanging ideas, working and helping one another in a learning experience. It is very important when introducing inter-group relations information into a classroom that the teacher develop an effective program which will clear up any misconceptions about race. Teaching about any minority should be guided by the same principles that underlie all good teaching. Easy accessibility to resources and reference materials is very necessary to achieve this goal.



READING

Exhibit children's books about Negro life. See Bibliography for children on page 37.

Select one or two books using filmstrip of book to illustrate.

Filmstrips

About People. 63 frames. Color. Silent. New York Anti-Defamation League of B'nai B'rith. Based on Eva Knox Evans' book *All About Us*

The cartoon shows the origin of different people and the changes that result from environment.

The Rabbit Brothers. 35 frames. Black and white. Silent with script. New York Anti-Defamation League of B'nai B'rith

Based on the ADL booklet of the same name. It shows how twin rabbits differ in their reaction to others who are different.

Assign extra reading for a "read and tell" story hour. The books listed below are written for children from age 4 up.

Caravan From Timbuktu. Mimi C. Levy. Illustrated. New York. Viking. 1961

Little League Heroes. Curtis Bishop. Philadelphia, Pa. Lippincott. 1960

Little Vic. Doris Gates. Illustrated. New York. Viking. 1951

Mary Jane. Dorothy Sterling. Illustrated. Garden City. Doubleday. 1959

Melindy's Happy Summer. Georgene Faulkner. New York. Messner. 1949

Two Is a Team. Lorraine Beim and Jerrold Beim. Illustrated. New York. Harcourt. 1945

Ask an author to tell how and why he wrote a book pertinent to this area for class or school.

Plan field trips to appropriate library displays. These may be book fairs or book-week celebrations in the local community.

Students may be asked to plan an exhibit of books showing activities of children of all nations. The school librarians or the local libraries will lend posters and book jackets and give advice and help with such a project.

About 100 Books. Ann G. Wolfe

Books to Grow On. Marian Posey Anderson

Published as materials useful in promoting better human relations by the American Jewish Committee

Books Are Bridges. ed. Mary Esther McWhirter. American Friends (Quakers) and the Anti-Defamation League of B'nai B"rith

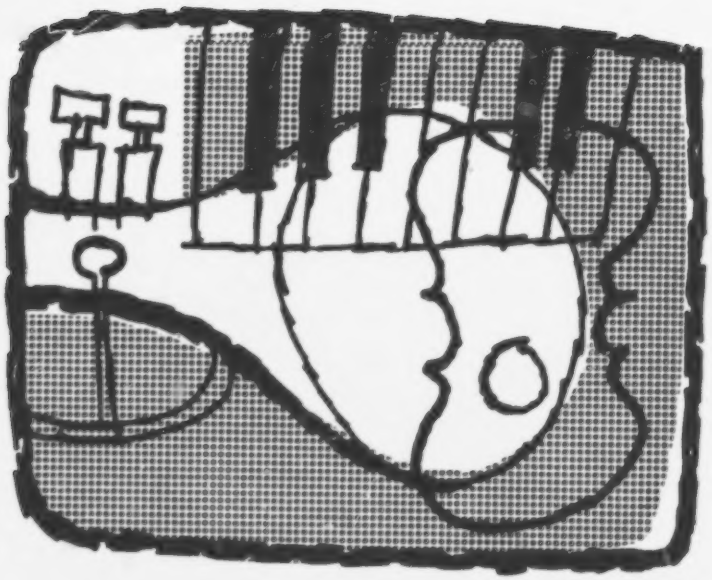
MUSIC

A very effective way of creating an appreciation for the contributions of other people is through music. Many folk songs are simple, with catchy tunes easily taught.

The music teacher may ask all of the sixth or fifth grade classes to participate in an assembly program of folk songs from various countries with audience participation.

The music teacher might be able to arrange an evening program for the PTA with the classes mentioned above presenting the program.

Invite a folk singer to tell why and how some folk songs are written. Perhaps with the assistance of the students a song might be composed right in the classroom.



More Songs To Grow On. Beatrice Landeck. Arrangements by Florence White. New York. Edward B. Marks Music Corporation Music Publisher. 1954

A collection of folk songs for children.

Fireside Book of Folk Songs. Selected and edited by Margaret Bradford Boni. Arranged for piano by Norman Lloyd. Simon & Schuster. 1947

A collection of some of the best loved songs in the world

The Child's Book of Folklore. eds. Marion Vallat Emrich and George Korson. Dial Press.

There are rhymes for every familiar object and for every conceivable activity.

Around the World With Song and Dance. Bonne-Boston School, affiliated with Tufts University, Bedford 55, Mass.

The teacher might create a " Listen and Tell " Project of various phases of music. Negro muscians, whether composers of spirituals, jazz, or symphonic music; instrumentalists; or outstanding in the performing arts, have made significant contributions to the cultural life of our nation.

Ask the students to develop some biographical sketches and bring in records of some of the musicians such as those listed in the categories below:

Instrumentalists

Louis Armstrong, trumpet
" Count " Basie, jazz composer and conductor
Duke Ellington, jazz composer and conductor
Erroll Garner, jazz pianist
Clarence Cameron White, violinist

Composers

Dean Dixon, symphonic composer and conductor
Harry T. Burleigh, spirituals and anthems
William Grant Still, symphony
William C. Handy, blues

Concert

Marian Anderson
Leontyne Price
Mattiwilda Dobbs
Dorothy Maynor
Mahalia Jackson

Jazz Vocalists

Sammy Davis, Jr.
Nat King Cole
Lena Horne
Eartha Kitt
Harry Belafonte
Johnny Mathis
Ethel Waters
Josh White

Famous Negro Mus[illegible]
Hughes. New York. Dodd. 1955

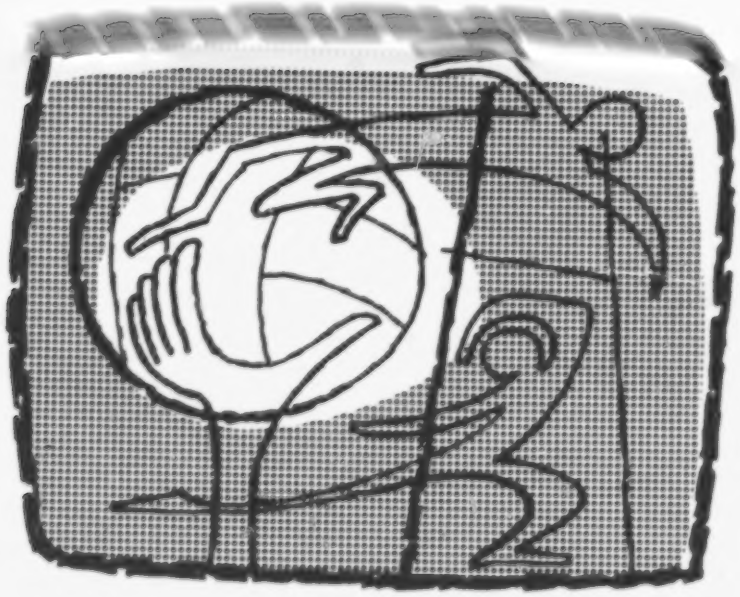
The Negro Vanguard. Richard Bardolph. New York. Rinehart. 1959

Catalogue of Records. Folkways Records. 117 West 46th Street, New York.

Invitation to Music. Folkways, FT3603, 33⅓ rpm. Recording. Childrens' Reading Service, 1078 St. John's Place, Brooklyn 13. $5.95

PHYSICAL EDUCATION

Folk dances and games are excellent means through which students may learn and appreciate the cultures and customs of the many racial groups in our society. The steps are easy to teach. The teacher might find that there are persons in the community who can teach folk dances and would be willing to volunteer for this purpose. Costumes might be borrowed from a local dramatic society or from a community club in the community.



Stuart and John S. Ludlam. Directions and appropriate musical accompaniments for 50 folk dances. Burgess Publishing Co., 426 South Sixth Street, Minneapolis 15, Minn. $2.50

Folk Dances and Singing Games. Elizabeth Burchenal. National Recreation Association, Inc. 84 West 8th Street, New York 11. (Order No. 228)
Complete directions for performing 26 folk dances. Many illustrations.

Folk Dances Arranged for All Ages and Grades. Folk Dance House. 108 West 16th Street, New York 11.

Folk Dance Recordings

All Purpose Folk Dances, LPM, 1622 and EPA, 4135

LaRaspa & Other Folk Dances. EPA, 4139
Israeli Folk Dances. EPA, 4140
Everybody Folk Dance. EPA, 4136
Doing The Folk Dance. EPA, 4137
Festival Folk Dances. EPA, 4132 and LPM, 1621
Carnival of Folk Dances. EPA, 4133

May be ordered through local record dealers.
RCA Victor LPM Albums are 33⅓ rpm.
RCA Victor EPA Albums are 45 rpm.

Sports and games offer an opportunity for the students to experience social contacts through

group activity.

Games — The World Around (Four Hundred Folk Games for an Integrated Program in the Elementary School). Sarah Ethridge Hunt and Ethel Cain. New York. A. S. Barnes. 1941

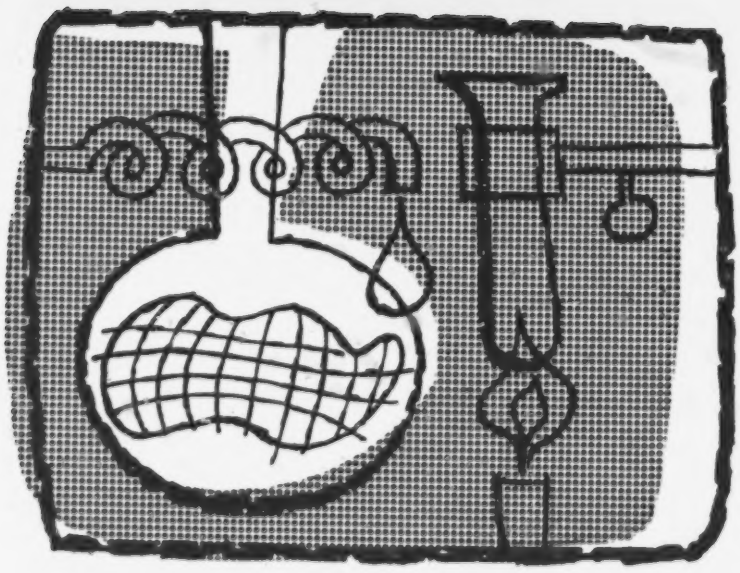
Complete Book of Games and Stunts. Darwin A. Hindman. Englewood Cliffs, N.J. Prentice-Hall. 1958

Active Games and Contest. Richard J. Donnelly, William G. Helms, and Elmer D. Mitchell. New York. Ronald Press. 1958

Recreational Sports, and Creative Sports Series. Clifford L. Brownell and Rex H. Moore. Mankato, Minn. Creative Educational Society, Inc. 1961

SCIENCE

Arrange for the class to study the lives of [illegible] exhibit of the products resulting from their research.



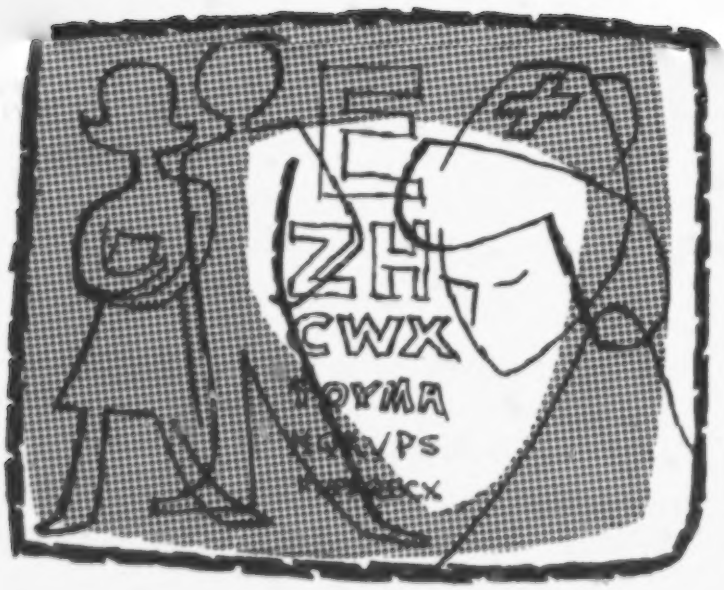
For example:

Percy L. Julian (chemist) established Julian Laboratories, best known for its soya products, hormones, and pharmaceuticals.

Current Biography Yearbook, 1947. 950 University Avenue, New York. Pages 338–340

George Washington Carver (scientist) is better known for his products from peanuts, sweet potatoes, and pecans.

Current Biography Yearbook, 1940. 950 University Avenue, New York. Pages 148–149



GOOD HEALTH

Several classroom projects which illustrate the contributions of the men below could be developed.

Theme: Builders of good health for all children

Dr. Charles R. Drew is best known for his work in blood preservation and blood plasma.

Dr. Daniel Hale Williams is noted for heart surgery and was instrumental in establishing Provident Hospital, the country's first interracial hospital for the better training and employment of colored doctors and nurses.

The books listed may be used as supplementary reading for students or as reference materials in developing teaching units in science or health.

Charles Richard Drew, M.D. 1904–1950. *Journal of The National Medical Association.* Vol. 42, No. 4. July 1950. Pages 239–245. National Medical Association, 30 Rockefeller Plaza, New York 20

Doctor Dan, Pioneer in American Surgery. Helen Buckler. Boston. Little. 1954

SOCIAL STUDIES

For over 100 years the Negro has been fighting for the same privileges and rights as white Americans. Some of these privileges are the right to vote, equal educational opportunities, the right to live in a decent neighborhood in good homes, and equal job opportunities.

Assign several students to read *Frederick Douglas: Slave-Fighter-Freeman* by Arna Bontemps. Have a discussion on the opportunities Frederick Douglas was fighting to get for Negroes. Relate these to the civil rights Negroes are fighting for today.

Ask the student to dramatize a meeting of Negro leaders who are discussing ways to secure equal rights. What are some of the equal opportunities sought? How do these relate to conditions in your community?

Ask students to prepare a skit "Who Am I?" depicting the contributions of the following persons to the areas indicated.

Mary McLeod Bethune, educator
Langston Hughes, poetry
Sidney Poitier, theatre
Benjamin Banneker, inventions
Carter G. Woodson, Negro history
Jackie Robinson, baseball
Louis Lomax, writer
James Baldwin, writer

Carl T. Rowan, ambassador
Hale Woodruff, art
Richard Wright, writer
A. Philip Randolph, trade union leader

Other names may be added to this list.

Frederick Douglas: Slave-Fighter-Freeman. Arna Bontemps. For students. Knopf. New York. 1960

100 Years of Negro Freedom. Arna Bontemps. Illustrated. Teacher reference. Dodd. New York. 1961

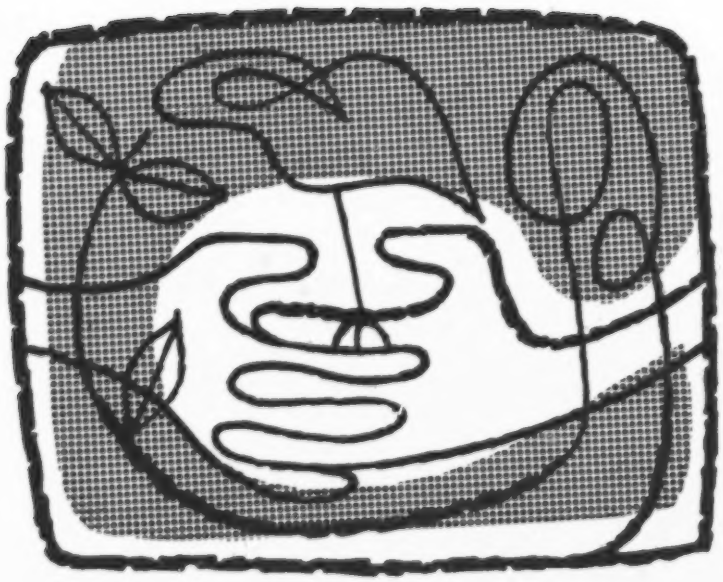
Our Great Americans, The Negro Contribution to American Progress. Compiled and edited by Fletcher Martin. Our Great Americans, 633 S. Plymouth Court, Chicago, Ill. 1954

Negro Makers of History. 2d ed. C. G. Woodson. Associated Publishers, 1538 9th Street NW., Washington, D.C.

An Elementary History of America Including the Contributions of the Negro Race. Meri R. Epps and A. P. Foster. Nashville, Tenn. National Publishing Co. 1949*

Famous Americans for Young Americans. Albany. The State Education Department, Bureau of Elementary Curriculum Development. 1962

*** Out of print, but may be found in local libraries.**



ART

Students can gain an understanding of art through the works of others. The teacher may wish to take advantage of this by introducing works of Negro artists. Explore for this purpose the works of:

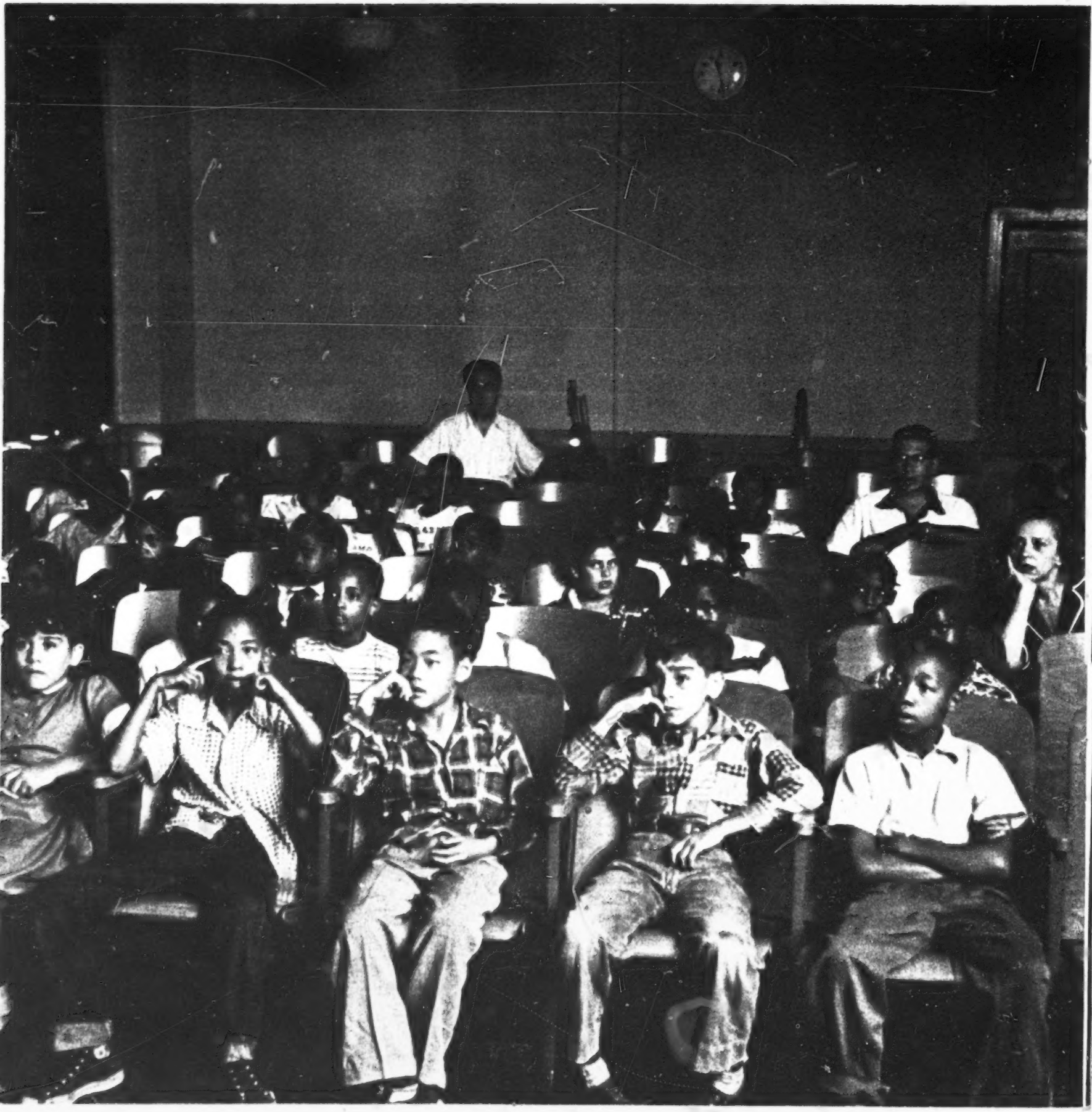
E. Simms Campbell
Richmand Barthe
Augusta Savage
Hale Woodruff

Study samples of the sculpture of Richmand Barthe. Exhibit some of his works. Write to the Harmon Foundation for a kit of *Sculpture* by Richmand Barthe.

Teaching Art to Children. Blanche Jefferson. Boston, Mass. Allyn. 1959

American Negro Art. Cedric Dover. Greenwich, Conn. New York Graphic Society. 1960

The Negro Artist Comes of Age. Albany. The Albany Institute of History and Art. 1945



d ASSEMBLY PROGRAMS

displays, exhibits and reports

PICTORIAL EXHIBITS

The teacher may secure a pictorial map — "Makers of the U.S.A." — by writing to the Friendship Press, 475 Riverside Drive, New York 27. $1.25

With this map, a lesson in history could be planned illustrating the variety of backgrounds and the contributions of the people who settled America. (Makers of U.S.A. is a colorful map suitable for framing.)

The children can make charts and maps showing the ethnic origins of the class or school population, etc.

An exhibit could be planned to show "Portraits of Outstanding Americans of Negro Origin." From this collection of pictures, lessons could be planned on Negro achievement, the Negro in America, or other similar topics.

"Photogravures of Outstanding Americans of Negro Origin" are available in bulk orders at $2 per 100 from the Harmon Foundation, 140 Nassau Street, New York 7.

Make a picture collection of contemporary Negroes in the arts, sciences, theatre, sports,

or other areas from articles in any of the current picture magazines such as Ebony, Times, Look, and Life. A lesson could be planned on Negro achievement in an area decided upon by the students.

SCRAPBOOKS AND EXHIBITS

Pupils may be asked to report on the lives and accomplishments of any one of the following:

News about people — Dr. Ralph Bunche, Dr. Martin Luther King, Dr. Robert C. Weaver, William H. Hastie, Roy E. Wilkins, Katherine G. Johnson.

Any current nationally known weekly magazine or daily newspaper.

Who's Who in America. Vol. 32. Chicago. A. N. Marquis and Co.

Amsterdam News. (Katherine G. Johnson, only) July 22, 1961. 2340 8th Avenue, New York 27.

RECORDINGS

Records can be highly effective in involving students in discussions to promote better human relations understanding. Many appropriate records of this nature can be secured from the Record Library of the Metropolitan New York Regional Office, Anti-Defamation League of B'nai B'rith. (Address in Appendix.)

"Great Negro Americans." Vol. 1, no serial number. 33⅓ rpm. $4.95 Order from Alan Sands Productions, 565 Fifth Avenue, New York. Ten stories of outstanding American Negroes in all fields. Each story is 4½ minutes. Narrated by Frederick O'Neil and Hilda Simms.

OTHER VISUAL AIDS

It is suggested that teachers utilize films as an aid in introducing pertinent facts desirable for favorable intergroup relations. There is a rental fee ranging from $3 to $15.

Films:

"Children Learn About Their Neighbors." 15 minutes. Silent. Harmon Foundation, 140 Nassau Street, New York

Church school children of elementary grades study their community.

"It Happens Every Day." Produced by TV, radio. Film Committee Methodist Church. Friendship Press. New York

A calendar of day-by-day experiences in race relations. All sorts of school and community situations in which young people need to act constructively. Each incident is a discussion starter.

"The King and the Lion." 12 minutes. Based in part on the fable, Androcles and the Lion.*

The film effectively stresses the necessity for gentleness and kindness.

"One People." 11 minutes. Color. Cleared for TV. No fee.

A color cartoon with Vincent Price as narrator. Depicts the contributions of nationality groups to our American culture.*

"Sing a Song of Friendship." 2 reels. 10 minutes each.

A community song using the "bouncing ball" technique, with animated cartoons and Irving Ceasar's good will songs.*

"Skipper Learns a Lesson." 10 minutes.

A modern fable in which four different kinds of dogs point up a lesson in democratic attitudes. Youngsters will be able to apply the film's moral concerning human relations to their own activities at play and in the classroom.*

"The Toymaker." 20 minutes. Color. Kindergarten through sixth grade.

The story of a puppet maker and two of his puppets. Gives the message that respect for and understanding of differences are necessary.*

Filmstrips*

"Color Filmstrip." Produced by Harmon Foundation.

The filmstrip is a selection of portraits from the "Exhibit of Portraits of Outstanding Americans of Negro Origin" sponsored by the Harmon Foundation. The portraits help to tell the story of the persons of Negro ancestry whose accomplishments have been a contribution to the social and cultural life of the country.

"About People." 63 frames. Color. Silent. Anti-Defamation League of B'nai B'rith. Based on Eva Knox Evans' book *All About Us.* The cartoon shows the origin of different people and the changes that result from environment.

"George Washington Carver Story." 72 frames. Color. Silent script. Anti-Defamation League of B'nai B'rith

"The Rabbit Brothers." 35 frames. Black and white. Silent with script. Anti-Defamation League of B'nai B'rith

Based on the Anti-Defamation League booklet of the same name. It shows how twin rabbits differ in their reaction to others who are different.

*** May be obtained by writing to the nearest regional office of the Manhattan Region of the National Conference of Christians and Jews or the Anti-Defamation League of B'nai B'rith.**

bibliography

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The Lonely Abalonian. Words and music by Ruth Norman and Hardy Weidner.
The Rabbit Brothers by Robert Kraus. Discussion Guide.
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We Are All Americans by Bettye D. Wilson. Teachers Guide.
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FOR TEACHERS

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Ebony Magazine, New York Office, 1270 Avenue of the Americas, New York 17, New York.

A monthly publication — contains current information concerning all phases of Negro life in contemporary society.

organizations

These are but a few of the intergroup relations agencies in the State who co-operate with the schools in providing literature, speakers and materials:

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York 22

Works to prevent the infraction of the civil and religious rights to secure for Jews equality of economic, social, and educational opportunity

Available on request:

Speakers from local chapters
Publications from Division of Youth Service
About 100 Books
Books To Grow On

Anti-Defamation League of B'nai B'rith
515 Madison Avenue
New York 22

or

Metropolitan New York Regional Office
20 West 40th Street
New York 18

Western New York State Regional Office
291 Delaware Avenue, Room 201
Buffalo 2

Carries on an educational program designed to promote democratic practices, broaden civil rights and improve human relations, fights antisemitism, prejudice, and bigotry.

Available on request:

- Speakers from local branches
- Literature and materials, records, plays, and scripts
- Freedom films and other publications

Association for the Study of Negro Life and History
1538 9th Street NW.
Washington, D.C.

A society dedicated to disseminating historical truth about the performance of Negroes in history and to promote the actual study of the Negro in a club or class.

The association has reference materials and research information on Negro life in America.
Publishes: *The Journal of Negro History*
The Negro History Bulletin

Division of Intercultural Relations in Education
State Education Department
Albany

The Division performs two functions. It administers section 313 of the Education Law; it is concerned with equality of educational opportunity and with discrimination at all levels of education, and advises, consults, and assists schools on racial, religious, and nationality problems.

Available on request:

Speakers

- Suggested materials for curriculum development
- Assist in setting up workshops in intergroup relations for all school personnel
- Investigates complaints of discrimination in education

Harmon Foundation
140 Nassau Street
New York 38

Has available:

- Information on Negro art
- Pictures of outstanding Negroes
- Filmstrips

National Association for the Advancement of Colored People
20 West 40th Street
New York 18

Works to secure the full civil and citizenship rights guaranteed to all American citizens by the Constitution, through nonpartisan political

action for human rights legislation, public information, and bringing legal cases to courts.

Provides:

Information concerning nonpartisan political action for human rights legislation
Assistance in bringing legal cases to courts
Assistance to local communities where efforts are directed toward securing full civil and citizenship rights for all citizens regardless of race, religion, or national background

National Association of Intergroup Relations Officials
2027 Massachusetts Avenue NW.
Washington 6, D.C.

An organization of individuals concerned with advancing intergroup relations, knowledge, and skills, improving the standards of intergroup relations practice, and furthering the understanding and acceptance of the goals and principles of intergroup relations work

Provides:

Directory of Intergroup Relations Agencies

National Conference of Christians and Jews
43 West 57th Street
New York 19

To promote justice, amity understanding, and co-operation among Protestants, Catholics, and Jews, and to analyze, moderate, and finally eliminate intergroup prejudices which disfigure and distort religious, business, social, and political relations.

Provides:

Bibliography of materials dealing with community agencies
Labor-management, religious groups, schools and colleges
Film and other visual aids for intergroup relations programs
Brotherhood brochures, posters
Advisory and consultant services
A list of summer workshops which may be secured for teachers who want to increase their knowledge and skills in intergroup relations education

National Urban League
14 East 48th Street
New York

Works with communities to find solutions to problems in intergroup relations and to co-ordinate and supplement the work of local officials. Services of the National Urban League are designed to improve the economic, education, housing and job opportunities; welfare and recreational services; gathering facts and information about nonwhites. Local affiliates in 30 states and the District of Columbia.

Provides:

Speakers from national and local branches and materials
Material on youth incentives
Material on Negro family life

Material and opportunities for Negroes in employment

New York Public Library (Schomburg Collection)
103 West 135th Street
New York

This library of special materials is considered one of the most important centers in the world for the study of the Negro. Its literature is international in scope, covering every phase of Negro activity, wherever Negroes have lived, in significant numbers, manuscripts, photographs, prints, press clippings, grammars and linguaphone records of African languages. Some 200 newspapers on microfilm and a collection of African art objects are housed in the Schomburg collection.

Makes available:

A list of books on Africa for the young and teen-age
A list of significant books on the Negro
Schomburg Collection of Negro Literature and History

New York State Commission on Human Rights
270 Broadway
New York

Its program is designed to eliminate and prevent practices of discrimination because of race, creed, color, or national origin in employment, places of public accommodation, sale or rental of all public and publicly assisted housing, as well as discrimination because of age in employment

Provides:

Speakers
Neighborhood assistance
Publications and pamphlets
Staff to investigate complaints

Phelps-Stokes Fund
297 Park Avenue, South
New York 10

It supports research and educational activities directed toward improving race relations of Negroes, both in Africa and the U.S. It supports similar activities for North American Indians and disseminates scientific research about race, human development, and adaptation to social change.

Provides:

Speakers and materials on Negro and African Education

United Negro College Fund
1270 Avenue of the Americas
New York 17

A federation of independent colleges and universities joined to seek support through a single annual, nationwide appeal

Provides:

Speakers and information on Negro colleges and education

appendix

This resource project was developed because:

Many teachers are continuously faced with the question of teaching race relations in the classroom. Few schools have formal course-guides for this purpose. The individual teacher is left to handle the topic in the classroom, in terms of what to teach, gloss over, or omit and how to involve students in an intelligent discussion.

Today, students are surrounded by all kinds of situations where attention is focused on race problems and civil rights. There must be some guides to help teachers and other school personnel realistically treat and interpret the problems of human relations.

Inquiries were received from teachers who were concerned with the inadequate information found in textbooks about the contributions made by minorities — the Negro in particular.

Suggestions were needed for teaching materials that might be used by elementary and secondary schools participating in Project ABLE.*

Bibliographies and reference materials were requested on special aspects of Negro-white relationships.

There is need for more understanding of the similarities of other peoples of the world to people in this country.

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* (The primary objective of Project ABLE is to help participating school districts conduct experimental programs designed to identify and encourage potential abilities in pupils from "culturally deprived" groups. The Legislature appropriated $200,000 to be distributed to local schools on a matching of funds basis. Projects are approved by the State Education Department.)

ACKNOWLEDGMENTS

To the schools in New York State who sent copies of successful teaching guides of materials developed by the faculty, designed to give a broader concept, a better understanding, and an appreciation of the contributions of the Negro to American culture. To the three out-of-State schools for copies of materials related to this field.

To all those who commented on the timeliness of the information contained in this Handbook and pointed out the need for accurate information about minority groups helpful to teachers for daily use. Special acknowledgments to the following persons who reviewed and reacted to this approach. William E. Young, Director, Elementary Education; Helen H. Heyl, former Chief, Bureau of Elementary Curriculum Development, (retired); Myra DeH. Woodruff, Chief, Child Development and Parent Education; Bernard A. Kaplan, Associate, Bureau of Guidance, and Guidance-Co-ordinator of Project ABLE*, all from the New York State Education Department. Gertrude Noar, Director, Education Department, Anti-Defamation League of B'nai B'rith; Harold Schiff, Program Director, New York Regional Office of Anti-Defamation League; Whitney M. Young, Executive Director, National Urban League; Jerome Holland, President, Hampton Institute, Hampton, Va.; the Elementary Education Department of Hampton Institute; Frankie V. Adams, Professor, Community Organization, Atlanta University School of Social Work, Atlanta, Ga.; and George Wiesner, Graphics Designer, Division of Educational Communications, State Education Department, for the cover and other art work.

To all those in the New York State Education Department whose very real interest has aided the production of teaching materials for daily classroom use in the area of intergroup relations. Dr. James E. Allen, Jr., Commissioner of Education, has consistently worked for equal educational opportunity of all pupils, and has encouraged local school districts to design programs to stimulate and motivate minority group children to attain higher educational goals. Associate Commissioner for Cultural Education and Special Studies Dr. Hugh M. Flick and Theron A. Johnson, Administrator, Division of Intercultural Relations in Education, have particularly encouraged the production of appropriate teaching materials helpful to teachers as a guide in lesson planning and encouraged the development of this publication.

To teachers in the Talent-Search and Project ABLE schools who commented on the practical usefulness of the resource unit

To all the teachers and parents who expressed a desire to do something about improving Negro-white relationships if a method of approach were suggested

* Currently on leave serving as Assistant Director, Project on School Dropouts, The National Education Association, Washington, D.C.

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U-7-J163-10,000

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